

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board;
Markers

Sound Discrimination: Final Sounds



5–8 minutes

Say the words *fit* and *hit* and tell the child that the words end with the same sound: /t/ (sound, not the letter name). Have the child repeat the words and the final sound.

Say the following words: *pig/dot/dog*. Have the child repeat the words and tell you which two words end with the same sound. Then repeat the steps with the following words, one group at a time: *him/jam/map*; *sun/man/top*; *tan/sit/fat*; *big/tip/rag*; *pot/rat/rug*; *rub/tip/tab*. Have the child tell you the final sound that is the same in the two words.

Say the following sentence, emphasizing the /n/ sound at the end of the words, and ask the child to clap every time he/she hears /n/: *Dan put the brown can in the tan bin*. Repeat with this sentence, emphasizing the /k/ sound at the end of the words: *Put the sock and the deck of cards in the black sack*.

Name each picture with the child: *ant, bib, bed, cup, fan, sled, snail, plane, broom, cake, fish, fox, jeep, knot, lamp, log*. Place the game cards in a stack. Have the child draw a card, say the name of the picture, and name a word that ends with the same sound as the picture. For example, *fan* and *in* end with the same sound: /n/. *Sled* and *had* end with the same sound: /d/. If the child is correct, he/she can climb up a rung on the ladder. If the child cannot name a word, it is then your turn to draw a card.

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /fff/ /aaa/ /nnn/. Then tell the child you are going to blend the sounds together to say the word: *fan*. Repeat one more time, having the child listen carefully.

Tell the child you will say the sounds of some words and that you want him/her to blend them together to say the word.

tutor: /mmm/ /aaa/ /nnn/; **child:** *man*

tutor: /sss/ /uuu/ /nnn/; **child:** *sun*

tutor: /fff/ /iii/ /nnn/; **child:** *fin*

tutor: /rrr/ /aaa/ /mm/; **child:** *ram*

tutor: /nnn/ /ooo/ /zzz/; **child:** *nose*

Segment Onset and Rime



2–3 minutes

Tell the child that you are going to split a word into its first sound and its rime. Then say: /p/... /an/. Repeat the onset and rime again and then say the word: /p/.../an/: *pan*.

MATERIALS

Say the following words, one at a time, and have the child segment the words into their initial sounds and rimes.

tutor: *fun*; **child:** /f/.../un/

tutor: *run*; **child:** /r/.../un/

tutor: *pink*; **child:** /p/.../ink/

tutor: *sink*; **child:** /s/.../ink/

tutor: *book*; **child:** /b/.../ook/

tutor: *cook*; **child:** /k/.../ook/

tutor: *dog*; **child:** /d/ .../og/

tutor: *log*; **child:** /l/.../og/

Segment Syllables 2–3 minutes

Say the word *puppy*. Tell the child you can segment the word into its syllables: *pup...py*. Have the child repeat the word and then say the syllables.

Say the following words one at a time, and have the child repeat the words and say the syllables: *super* (*su...per*); *children* (*chil...dren*); *teacher* (*tea...cher*); *Saturday* (*Sat...ur...day*); *lion* (*li...on*), *elephant* (*el...e...phant*), *jumping* (*jump...ing*).

Optional Listening Activity

Read the book *Toby the Tiger* or a book of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /t/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What happened at the beginning of the story? Then what happened? How did the story end? What was Toby like?*

Read-aloud
book



